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NEW MEXICO NORMAL UNIVERSITY



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NEW MEXICO NORMAL UNIVERSITY

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1. NORMAL SCHOOL
 2. GRADUATE SCHOOL
 3. ACADEMIC SCHOOL
 4. MANUAL TRAINING SCHOOL
-

1900

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MABEL DALRYMPLE,

Training Teacher, Kindergarten.

MARGARETTA MURRAY McNARY,

Latin, Greek, German.

ASSISTANTS.

VIRGINIA HENDREN,

Spanish and Assistant in Model School.

EMERSON ATKINS,

Assistant in Biology.

*In Germany on leave of absence.

CALENDAR, 1900—1901

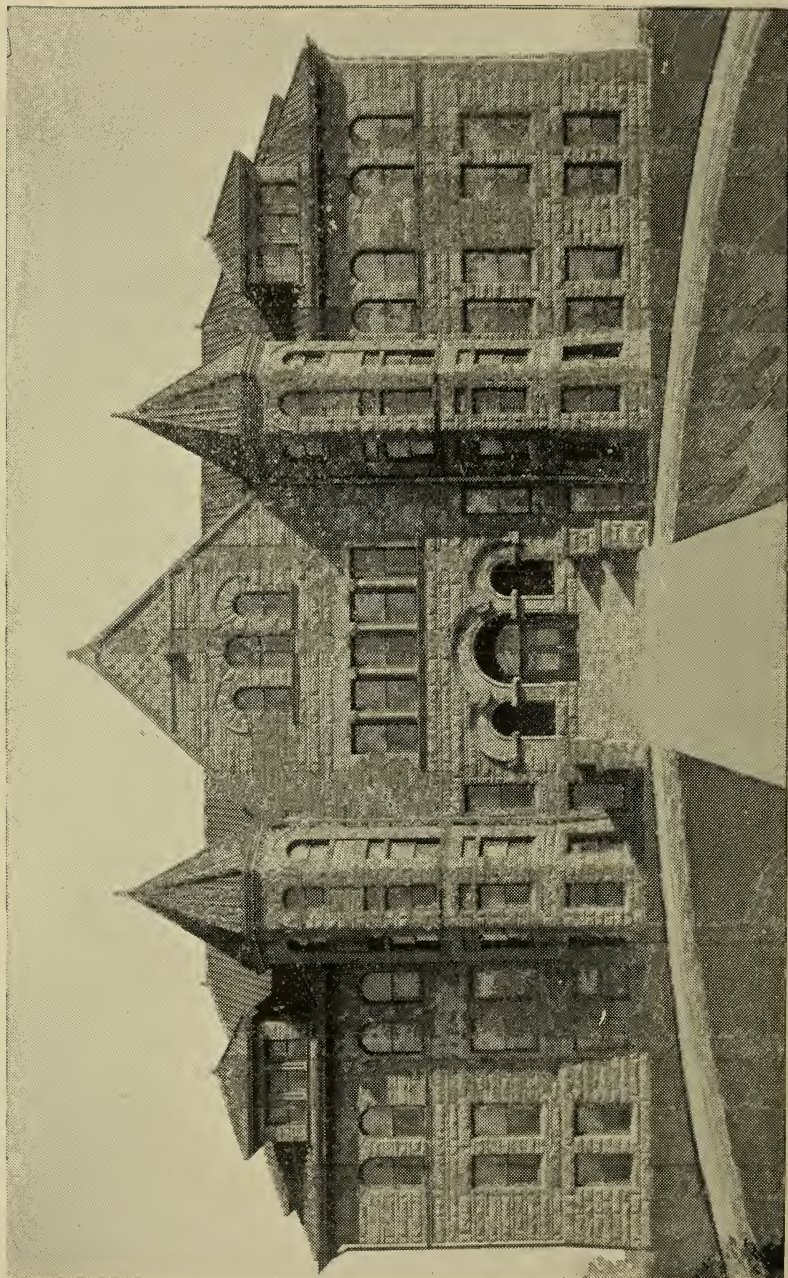
TERMS

- First quarter, Oct. 1—Dec. 31.
Second quarter, Jan. 1—March 31.
Third quarter, April 1—June 30.
Fourth quarter, July 1—Sept. 30.
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YEARLY SCHEDULE

- September 4, Model Schools Open.
October 1, Registration Day, Fall Term.
October 2, Class work begins.
November 22-23, Thanksgiving Recess.
December 22-31, Winter Vacation.
January 2, Winter Term begins.
February 22, Holiday.
March 23-31, Spring Vacation.
April 1, Spring Term begins.
May 30, Holiday.
June 14, Annual Literary Society Entertainment.
June 16, Baccalaureate Address.
June 17, Annual Field Day.
June 18, Class Day.
June 19, Music Festival—Grand Concert.
June 20, Commencement Day.
Music Festival—Oratorio.
July 1, Special Summer Term begins.

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NEW MEXICO NORMAL UNIVERSITY

NEW MEXICO NORMAL UNIVERSITY

HISTORY

Creation By an act of the Territorial Legislature of 1893, the New Mexico Normal School at Las Vegas was created. The proceeds of the special tax levied at that time for the erection of the building, with the addition of \$10,000 appropriated by the legislature in 1895, and the sum of \$10,700 advanced by the citizens of Las Vegas in 1898, were applied to the erection and equipment of the beautiful sandstone building now occupied by the school.

Organization On Oct. 4, 1897, the organization of the institution was begun by the election of the President. The next year was devoted to the making up of the faculty, the furnishing of the building, equipment of departments, and general preliminary operations. At 8:30 a. m., Oct. 3, 1898, the institution was opened with ninety-two students enrolled, and after a brief opening exercise, class work was begun on the schedule previously announced. The first year's enrollment reached one hundred and ninety-seven.

Name and Scope The 33d Legislative Assembly, in February, 1899, extended the scope of the institution by creating it "The New Mexico Normal University," and by directing that a Manual Training School, and Kindergarten Training School be established in connection with it. An appropriation of \$19,300 was made for the purpose of reimbursing the

citizens of Las Vegas for the amount advanced by them to complete the building, and an additional millage tax was levied for maintenance.

Dedication On the 4th of March, 1899, the building was completed and dedicated to the purpose for which it was created, in presence of the members of the Legislative Assembly and a large number of the leading citizens of New Mexico.

PLAN OF ORGANIZATION

In organizing the work of the New Mexico Normal University, the Board of Regents and President were guided by the various legislative acts pertaining to the institution and by the manifest needs of the people of New Mexico. Accordingly the plan of organization herein outlined was adopted and is now fully developed, and in operation.

Schools The schools that make up the Normal University are: (1) The Normal School, with its accessory schools which make up the training department; viz., the model schools, comprising the kindergarten, primary and secondary grades, and the training school, comprising similar grades. (2) The Graduate School. (3) The Academic School. (4) The Manual Training School.

Grade The institution is what its name implies. It is a Normal School with courses of study above the grade of secondary schools and having affiliated with it other schools for academic and technical work. Courses of collegiate grade will be offered in no other subjects than those which properly come under the head of higher pedagogic training, and the only degrees conferred will be pedagogic degrees. For the training of teachers for the public schools and kindergartens, higher pedagogic education, general academic work and manual training, the institution will offer excellent facilities. In every department this school is pledged to methods of work and standards of scholarship that are equivalent to those of the best institutions east and west.

THE NORMAL SCHOOL

Purpose The central purpose of the Normal University is to educate teachers for the public school service. Hence the normal school proper is the central feature of the organization. The problems of elementary and secondary education in New Mexico are unique in many respects. To deal with these problems is the special province of the normal schools. Because of the existence of these conditions, it has been found necessary, in fitting youth to assume the duties of the teacher, to impose a most comprehensive course of preparation. It is hoped that the coming state of New Mexico will fully appreciate these unusual conditions, and that the rewards of its teachers will be proportionately great. "The function of the state normal school is to educate teachers for the schools of the state. The state supports the public schools for the education of its children. It supports the normal school that its children may have better teachers."

Regular Course The detailed work of the normal is given in subsequent pages. It is strictly professional. Students taking the course who are found deficient in general education will be required to take such preparatory work in the academic school as may be necessary to correct the deficiency.

The aim of the course is to give professional training to students who possess the requisite natural qualifications for the making of teachers, and who already possess the necessary general education to undertake the work of teaching. The student's work may be stated as follows:

By the study of biological and physical sciences, history, literature, and mathematics, to gain power of clear and continuous thought, power of expression, culture, broad grasp of scientific generalization, mental training necessary to grasp and apply educational principles.

By the study of art, to gain skill and versatility in expression, mental development and culture, under-

standing of the influence of art in the development of character.

By the study of psychology and the social sciences, to gain an understanding of the phenomena and laws of mental and spiritual growth, the evolution of society, the development of the social mind, the nature and end of society.

By the study of pedagogy, to gain insight into the philosophy of education, knowledge of the history of educational theories and systems, educational ideals, grasp of educational values, clear understanding of educational forces.

By a year's course of observation and study in model schools, to become practically familiar with every detail of school organization and classification, the method of the recitation, and adaptation of material for instruction.

By a year's work in actual teaching in the training school, under the direction of expert critic and training teachers, to immediately reduce to practical operation the theoretical work of the pedagogic course, make practical test of educational theories and gain the personal power and professional spirit which come only from actual experience. It is the final test of fitness for the grave responsibilities of the teacher.

Kindergarten Course All that has been said with reference to the regular normal course should be said of the kindergarten course.

Kindergartners need the same academic and professional training as primary teachers, with particular stress in the pedagogic department upon the kindergarten philosophy, and in the training department upon kindergarten practice.

Special Courses These courses are entirely elective. The aim is to afford teachers in service, in vacations and during intervals when not employed, an opportunity to take advantage of such work as will be of immediate value in the conduct of their schools; and to afford parents an opportunity to take up at any time and for any length of time desired, the courses in physiology, psychology, child study, kindergarten,

physical culture, literature and general culture work which touch so closely the home life. Quite a number of mothers availed themselves of these courses during the past year. The study of life, and of physical, mental and moral culture, which is the vital part of a course designed for the training of a teacher, is also the ideal course for the mother, whose duties are prior to, and even more serious than those of the teacher.

Model Schools Model Schools, comprising kindergarten, primary, grammar, and high school grades are maintained in the Normal building. The life of the Normal School is centered in this department. It is an attempt to realize in a living organization, the highest ideals of the world's great educators. The children of the model schools are under the immediate care of the model teachers assisted by student-teachers, training teachers, and members of the Normal faculty. The work of model and training schools is under the supervision of the president of the Normal School. All students of the Normal School have access to the model schools for the study of methods, management, organization, classification, supervision, school hygiene, course of study, and all phases of public school work, in which they are directed by the training teachers.

By arrangement with the Board of Education of East Las Vegas, students in training in the Normal School have access to certain grades of the public schools for the purpose of observation and study of general public school work.

Training Schools By arrangement with the Boards of Education of Las Vegas, the public schools of the town are the training schools of the Normal. This school is under the immediate care of the principal of the training school and the grade teachers employed by the district. It is a complete, and, as nearly as possible, a model public school. Students in the Normal School, after one year of professional training, including the work of the model school, and who have already attained to qualifications which considerably

exceed those fixed by law for teachers in the public schools, become student-teachers in the training school, under the supervision of the principal and the training teachers.

GRADUATE SCHOOL

There is a demand on the part of our most efficient teachers for training of a higher professional character than can be offered by the regular normal school course. To meet this demand is the function of the graduate school. It is designed not only to prepare grade teachers for work of a higher order, but also to meet the needs of critic teachers, high school teachers, principals, superintendents and specialists. The course leads to the degree of Master of Pedagogy, and consists of advanced professional courses in pedagogy, psychology, anthropology, social, biological and physical sciences, mathematics, languages and literature, two years being the minimum time required to complete the course. This course, added to the two years normal course, is intended to furnish a four years' course of collegiate grade. Students are eligible for admission who have completed state normal school or college courses, or whose special training has been such as to enable them to do the work of the course successfully.

ACADEMIC SCHOOL

Until efficient city and town high schools are developed generally throughout the Territory, it is necessary for the higher institutions to maintain academic courses in order to give students the general education that is necessary as a preparation for teaching, or for any line of technical training, for higher university studies, and to afford, to those who will go no further than the high school course, a general preparation for life. Such is the purpose of the academic school. The requirements for admission are fulfilled by a good grammar school preparation or its equivalent. Students may elect either of five courses, the Latin-Scientific, Classical, English, Commercial or Manual Training. It is

intended that any one of these courses shall furnish adequate preparation for the professional work of the Normal School; the first two for the A. B., Ph. B. and B. S. courses in the best American universities, and that either shall be a good finishing course.

MANUAL TRAINING SCHOOL

Organization By an Act of the 33d General Assembly, the manual training school for the Territory of New Mexico was created as a branch of this institution. Pursuant to this Act the school is now organized. It is designed to carry out the provisions of the law creating it, which reads as follows:

“To be carried out at Las Vegas, a school of manual training for the Territory of New Mexico, the object of which shall be to instruct pupils, and to train and qualify teachers to teach the use of hand and tools in the various useful arts of practical value to the people of the Territory.”

The opening of the manual training school is a most significant step in the development of the educational system. It indicates that the great educational value of hand training, its use in the development of mind and character, is coming to be generally recognized. In order to extend the benefits of the manual training school as widely as possible, the manual training teacher will willingly assist teachers and Boards in introducing the work into the public schools of the Territory.

Elementary Course The course carried on in the model school is the course designed for use in the grammar grades of the public schools. It consists of drawing, clay modeling and Swedish Sloyd, including pasteboard and thin wood work. It begins in the fifth grade and contemplates two hours' work each week through four years.

High School Course The requirements for admission and time for completion of this course are the same as for the academic courses. All language work of the academic school, except English, is replaced in this

course by the distinctive work of the manual training school. The student devotes about one-fourth of his school time for four years to educational hand work, including drawing, designing, turning, wood carving, sloyd, apparatus making and sheet metal work. The making of articles for use in the scientific, mathematical and mechanical lines is a prominent feature of the course.

Teacher's Course This course is designed to prepare all teachers who graduate from the Normal School, as well as others who may desire the special training, to instruct in manual training in all grades of elementary schools. It forms an essential part of the regular normal course, and requires four hours a week for one half year.

COURSES OF STUDY

NORMAL COURSE (*Regular)

FIRST YEAR.

Physiology—Psychology.....	4
General Biology.....	4
Mathematics.....	4
Art—Manual Training.....	4
Training Work (Common Branches).....	4
‡Biology (Laboratory).....	2
‡Training Work (Observation)..	2

SECOND YEAR.

Pedagogy.....	4
Psychology—Sociology.....	4
English.....	4
Physical Science.....	4
Training Work (Teaching).....	4
‡Physical Science (Laboratory)...	2
‡Training Work.....	2

NORMAL COURSE (†Post Graduate)

FIRST YEAR.

Anthropology.....	3
Chemistry.....	3
Trigonometry—Analytics.....	3
Advanced Biology.....	3
Training Work (Child Study)....	4
‡Laboratory and Field Work....	6

SECOND YEAR.

Philosophy.....	3
Geology.....	3
Literature.....	3
Advanced Psychology.....	3
Training Work (Teaching).....	4
‡Laboratory and Field Work.....	6

NORMAL COURSE (||Elementary)

FIRST YEAR.

Arithmetic.
History and Literature.
Geography.
Penmanship.
Civil Government.
Composition and Grammar.
Spanish.
Manual Training.

SECOND YEAR.

Primary Psychology.
Public School Science.
Methods and Management.
Public School Music.
Public School Drawing.
Reading and Physical Culture.
School Law.
Physiology.

*Leads to Degree of Bachelor of Pedagogy and Life Certificate.

†Leads to Degree of Master of Pedagogy.

‡Does not require preparation.

‡For rural school teachers who are not ready to enter for the Life Certificate and Degree.

ACADEMIC COURSES.

CLASSICAL.	LATIN—SCIENTIFIC.	ENGLISH.	COMMERCIAL.	MANUAL TRAINING.
English..... 432	English..... 432	English..... 432	English..... 432	English..... 432
Mathematics..... 324	Mathematics..... 324	Mathematics..... 324	Mathematics..... 324	Mathematics..... 324
Science..... 216	Science..... 360	Science..... 360	Science..... 360	Science..... 360
Latin..... 612	Latin..... 612	Modern Languages.. 288	Business..... 648	Manual Training..... 630
Greek..... 463	Greek..... 463	Elective..... 1,548	Elective..... 1,188	Drawing..... 390
Elective..... 900	Elective..... 1,224	Elective..... 1,548	Elective..... 1,188	Elective..... 848
Total hours..... 2,452	Total hours..... 2,452	Total hours..... 2,452	Total hours..... 2,452	Total hours..... 2,452

BIOLOGICAL SCIENCES.

Biology..... 216
Physiology..... 72
Psychology..... 144

PHYSICAL SCIENCES.

Physics..... 216
Chemistry..... 216
Physiography..... 144
Geology..... 144

SOCIAL SCIENCES.

Sociology..... 144
Government..... 72
Economics..... 72
General History..... 144

ENGLISH.

1st year..... 144
2d "..... 144
3d "..... 144

ELECTIVES.

LANGUAGES.

Latin—1st year..... 180
2d "..... 144
3d "..... 144
4th "..... 144

Greek—1st year..... 180
2d "..... 144
3d "..... 144

German..... 144
French..... 144
Spanish..... 144

MISCELLANEOUS.

Penmanship..... 72
Vocal Music..... 72
Physical Culture..... 144
Free Hand Drawing..... 72

MATHEMATICS.

Elementary Algebra..... 180
Plane Geometry..... 144
Higher Algebra—Solid Geometry... 144
Trig.—Analytical Geometry..... 144

COMMERCIAL.

Commercial Geog..... 72
Commercial Law..... 72
Commercial Arithmetic..... 72
Book-keeping..... 180
Stenography..... 180
Typewriting..... 90

MANUAL TRAINING.

Drawing..... 360
Sloyd..... 180
Modeling and Carving..... 180
Turning and Metal Work..... 180
Apparatus Work..... 90

EXPLANATIONS.

Numerals indicate whole number of recitation hours. 2,952 recitation hours constitute a complete course. One fourth of the entire course chosen by the student, or 738 recitation hours a year, or about twenty hours a week is the maximum amount of work that can be carried except by special permission of the faculty.

After selecting courses to be taken, pupils with the advice and approval of parents and faculty, may make selection from the list of electives from year to year of such branches as are necessary to make up a complete course.

In choosing electives, students will be required to observe the natural sequence of studies. Pupils having chosen a certain study and entered upon the work, will not be permitted to change except for weighty reasons, and never without the consent of the faculty.

MODEL AND TRAINING SCHOOL COURSE

KINDERGARTEN (2 YEARS).

Physical Culture	Songs
Games	Gift Work
Occupations	Garden Work
Nature Study	Stories

PRIMARY GRADES (4 YEARS).

Reading	Drawing
Number Work	Languages
Physical Culture	Nature Study
Literature	Music

Kindergarten Work

The first two years of the primary course are conducted as semi-kindergarten work.

GRAMMAR GRADES (4 YEARS).

Reading	Physical Culture
Arithmetic	Language
Music	Geography
Writing	Manual Training
Drawing	Elements of Algebra and
Nature Study	Geometry

The last two years of the grammar school are conducted on the same plan as high school work.

High School (4 years).

See Academic Course.

MODEL PROGRAM—LATIN-SCIENTIFIC COURSE

FIRST YEAR.

Latin.....	*5
Algebra.....	5
Physiography.....	4
English.....	4
†Physical Culture.....	2
†Penmanship.....	2

SECOND YEAR.

Latin.....	4
Plane Geometry.....	4
Biology.....	4
English.....	4
†Laboratory.....	2
†Drawing.....	2

THIRD YEAR.

Latin.....	4
Physiology—Psychology.....	4
Higher Algebra—Solid Geometry .	4
English.....	4
†Laboratory.....	2
†Music.....	2

FOURTH YEAR.

Latin.....	4
Physics.....	4
Government—Sociology.....	4
English.....	4
†Physical Culture.....	2
†Laboratory.....	2

*Numerals indicate number of recitations per week.

†Periods not requiring preparation.

*DEPARTMENTAL WORK

EDUCATION

EDGAR L. HEWETT.

History of Education In this study the pedagogic movements of the civilized races are surveyed. It introduces the teacher to the ideals and systems of the educators and philosophers who have shaped educational theory and practice in past times. The chief types of ancient civilization—Egyptian, Persian, Chinese, Hindoo, Hebrew, Greek and Roman are presented. This is followed by an examination of the systems of the leading educational reformers of mediaeval and modern times. The aim of the course is to develop, in the light of the history of civilization, an insight into the meaning of the great historic movements, their influence in shaping modern educational systems, and the development of the educational ideal.

Philosophy of Education In this course the contributions of the physical, biological and social sciences, psychology, and the history of civilization, to pedagogy are utilized as a basis for a scientific theory of education. Educational aims, forces, methods and processes are considered, educational laws and principles formulated, and the student prepared to realize his ideals in practice.

Educational Psychology This is a systematic study of the human mind as material to be educated. It uses the data obtained in physiological psychology and child study pertaining to mental activity and development. The power and possibilities of the mind to be educated, the value of educational methods, the relation of the various activities of childhood to ideal development of character, economy of mental effort, the

training of the will, etc., are all within the scope of this subject. The different theories of association, attention, interest, belief, emotion, and will are investigated.

Social Psychology This course considers the development of the social mind, the reaction of the individual mind upon the human environment, the development of the individual for life in society, the various laws and causes of social progress and finally, the evolution of personality. Spencer and Giddings are the principal authors used.

*Only normal and academic courses are here described.

TRAINING WORK

General Plan The work of this important department is carried on in the model school and the training school. The president of the school has control of the training work. The teaching force in the model school is made up of a regular training teacher for each room; a regular assistant who has charge when the training teacher is engaged in other duties; specialists from the faculty who give regular instruction in reading and physical culture, vocal music, drawing, penmanship, nature study and manual training; heads of departments who supervise work in their lines and in some cases conduct classes of children. Every effort is put forth to make this a superior public school. The training school is patterned after the model school. The teaching force consists of the principal who has general control of the school; a room teacher for each grade room; student-teachers from the senior class of the normal school; critic or training teachers who direct the details of the student-teacher's work, and heads of departments in the normal school who act in an advisory capacity with the principal, training teachers and student teachers.

Kindergarten Students in training for kindergarten work take up as a part of their pedagogic work the history and philosophy of the kindergarten, mother and child songs, theory and practice of the gifts and occupations; nature study, garden work, songs

and games, physical culture for young children. This work is conducted by the kindergarten training teacher, assisted by the specialists of the normal school. Kindergartners must learn to live with the children. Only those who by nature have a great love for children are qualified to take this work. The kindergarten must combine the features of the ideal home and the ideal school.

Primary The primary teacher needs much kindergarten training and much of the kindergarten spirit. The home ideal must pervade the primary school. A year's work in the model school and a year in the training school will demonstrate whether or not the student-teacher has the natural qualifications to lead and inspire children. In addition to the accepted work of the primary school, it is expected that the kindergarten work adaptable to primary grades will be continued. Nature study, literature, art, music and physical culture are the subjects on which stress is placed throughout the primary course with much outdoor and garden work. Besides the regular line of primary training work some special problems of primary education are taken up each year by the faculty and senior class for practical investigation. For the coming year, the special problems will be : "How to shorten the required daily hours in the primary school and at the same time improve the present standard of mental and physical development," and "How to improve the present method of seating and equipping the primary schools, so as to secure greater comfort, healthfulness and physical development for the child."

Grammar School The training work in the grammar school is designed to touch all the accepted work of those grades, with special emphasis on curriculum, subject matter, method of recitation, physical and moral conditions. Throughout the grammar school course, stress will be laid on reading, arithmetic, language work, geography, nature study, literature, history, art, manual and physical training. Outdoor science work is a prominent feature throughout the

course. For the coming year the question of: "Conducting seventh and eight grades on high school plan," will be practically tested, and also the question, "To what extent can the grammar school be made self governing?"

BIOLOGICAL SCIENCES

WILMATTE PORTER.

The work in this department includes botany, zoology, physiology and experimental psychology. In all phases of the subject the aim is the same.

Aim and Method 1. To add to the general culture of the student through contemplation of the wonderful problems of life.

2. To develop powers of observation, accuracy of expression and ability to form accurate judgments.

3. To lay a foundation for the scientific study of psychology, sociology, politics, history, literature and pedagogy.

Students are encouraged to get as much of their knowledge as is practical first hand, and for this purpose many of the afternoons are set aside for field excursions, and more than half the hours for class work are spent in the laboratory.

The laboratory is fairly equipped with material for biological work. A collection of sea forms is furnished by the school for class dissection, and a series of slides has been prepared illustrating some of the important points in the minute anatomy of plants and animals. The laboratory contains several good microscopes, an incubator, a microtome and a good line of reagents for histological work.

The departmental library contains some of the best reference books to be had upon the subject, and will be added to as fast as the funds of the school permit.

Botany and Zoology This work is considered as introductory to the work of the department, and is based upon Boyer's Biology. Bergen's Botany and Packard's Zoology are also used as text books. In botany studies of various types of Thallophytes, Bryophytes, Ptereri-

dophytes and Spermatophytes are made in order that the student may acquire a knowledge of the evolution of life. In zoology, besides the type work, a careful study is made of the relations of flowers and their insect visitors.

Some time is spent upon the study of bacteria, and enough experiments are performed by the student to show the necessity for sterilization and disinfection.

Physiology Physiology is studied as a science and the student's previous training in biology is utilized to give him a just conception of the possibilities and powers of the human organism.

A careful dissection of a mammal is required in this course, and the students are expected to prepare for themselves slides showing the cell structure of the tissues studied. The course is designed as an introduction to physiological psychology.

Two afternoons a month will be devoted to the discussion of questions of hygiene, and reports upon articles from the hygiene journals will be read at these meetings.

Experimental Psychology This course is intended to supplement the course in physiology, and will deal with the reaction of the nervous system upon the environment. In the subjective effort to understand the workings of the individual mind or in the objective work in child study the psychology of the senses is of primary importance, and the greater part of this course will be devoted to the psychology of the senses.

PHYSICAL SCIENCES

INEZ D. RICE.

In all the departments the aim is to lay a broad foundation upon which future work may rest firmly. Physiography includes the elements of all the sciences and hence is especially desirable at the beginning of a course in which the special sciences are later worked out more in detail. Geology is merely a history of the successive physiographic events throughout the ages.

Coming after the course in physiography it synthesizes the detailed science work.

Physio-graphy The work in physiography consists of laboratory, field and class-room work. Especial attention is given to the features of the region in which the school is situated—a region rich in physiographic forms. The course includes a general view of the earth as a member of the solar system. The main part of the course is devoted to a study of the land. Particular attention is given to the work of erosion, the mode of formation of rivers, mountains, plateaus, etc. The class room work suggests theories which are verified or disproved by the field work.

Physics The course in physics includes class-room and laboratory work. Experiments are performed by the students themselves, and the fundamental principles of mechanics, sound, light, heat, electricity and magnetism demonstrated individually by each member of the class.

The class-room work consists principally of an application of the principles thus established to practical problems.

Geology Geology is treated in its three principal phases: dynamical, structural, and historical geology. It is assumed that the forces now at work on the earth have been at work for untold ages in the past. With this basis the history of the structure of the world from the beginning is traced. This region is an exceptional field for the study of the succession of strata.

MATHEMATICS

INEZ D. RICE.

This department includes work in arithmetic, algebra, geometry and trigonometry.

Arithmetic The work embraces not only a thorough mastery of processes, but also the demonstration of all principles, application of principles to original problems, practice in rapid computation and logical analysis. The subject is studied from the teachers' point

of view, and can be successfully pursued by those who have previously mastered the fundamental processes.

Algebra The elementary course in algebra presupposes a thorough knowledge of arithmetic. This course runs through the year. Especial attention is given to factoring, solution of equations, problems, and the simpler processes of radicals and exponents. This course is offered in the Freshman year.

The advanced course is a rapid review of the elementary course. Special attention is also given to quadratics, radicals and exponents, and systems of equations. This course is offered in the Junior year.

Geometry The work in geometry covers the work outlined by any standard text-book on the subject. Special attention is given to the demonstration of original propositions.

Trigonometry An elementary course in trigonometry is offered during a half year. This is an optional course for advanced students.

Analytical Geometry An elementary course in analytical geometry is offered during a half year. This is an optional course for advanced students.

ENGLISH

RICHARD H. POWELL.

Aim The purpose of this department is three-fold. The course aims in the first place to give a deep and real culture and refinement of intellect and spirit. In the second place it aims to give a clear knowledge of, and a definite acquaintance with, the best things in literature, and an understanding of the interrelation of history and literature. In the third place all work in the department aims to develop a clear and forcible English style of expression.

Method That these aims may be secured, there has been selected as a basis of study the best pieces of literature from all languages, but especially from the English. These selections are studied in the light of the history of the time and of the student's own ex-

perience. The student is urged to form the habit of bringing all his own original observations of physical and human nature to bear upon the interpretation of the work in hand. This habit of study has the double value of widening the student's conscious observations of his surroundings, and of deepening his understanding of his author. After a thorough study has been made of a work and its historical surroundings and significance, a carefully written paper on the subject is required from the student. In the lower classes, however, these papers are required daily during the development of the subject, and constitute the main part of the work.

Finally, when a student has completed the course, he is supposed to be able to bring to any literary work that he may wish to undertake, a mind used to literary habits, and a systematic method of literary study. He has really been introduced to real literature.

Courses Composition work consisting of daily themes based upon the mythologies and epics of the ancient Norse and Greeks.

Chronological selections from English literature from Shakespeare to the present time. (Only complete works are used in these selections). Studies in rhetoric and prose analysis. Composition work based upon the rhetoric and the literature.

Special study of a few representative authors, Wordsworth, Tennyson, Browning, Shakespeare and others.

ELOCUTION AND PHYSICAL CULTURE

ELEANORE M. HILL.

Purpose The purpose of this department is expression, and the training is threefold—that of the mind, the body and voice. It includes work in elocution, oratory, physical culture, development of the speaking voice, public school reading and gymnastics.

Elocution and Oratory In the work in elocution and oratory, it is the endeavor to cultivate the originality and preserve the individuality of the student. The work includes a study of thought, words, emphasis

and accent, and analysis of the masterpieces of literature. Selected plays and scenes from Shakespeare are studied and produced.

Voice The work in voice culture includes breathing, voice production, exercises for strengthening and modulating the voice, and for developing flexibility and smoothness. The voice is trained for endurance. Defects of speech may be overcome.

Physical Culture In the physical culture work, while exercises for strength and health are given, the main object is the control of the body by the mind, the harmonious development of the whole body for expression, as a servant of the will. A combination of systems is used for development, preliminary to gesture work. The Delsarte system is taught, and a series of exercises especially arranged for public school use.

Public School Reading This is said to be more poorly taught than any other branch of the general school work in spite of its importance. The idea method is used, and the child is led to see thought on the printed page rather than words. Especial attention is given to primary methods.

ART

K. M. CHAPMAN.

Art as a mode of expression is effective only when it is spontaneous and unforced. Only when the power of observation is trained, can one's expression be free from uncertainty and hesitation.

Drawing Free hand drawing is first considered in this course as the most ready means of form expression. Charcoal, the simplest medium in drawing, is first used, and later, pencil and brush can be handled with greater simplicity and consequent freedom. As each subject is taken up, its adaptability to blackboard work will be discussed.

The following outline will indicate the scope of the work in the normal and academic courses.

Charcoal Study of form from simple objects. Development of light and shade .

Pencil Elements of perspective as its laws are discovered in the use of simple models. Drawing of flowers, leaves and all forms used in nature study. Conventionalization of natural forms. Designing with use of natural forms as motives.

Color Theory of color, illustrated by prism. Geometric and leaf forms in flat tints for ease in manipulation of brush.

Water color studies of simple models and natural forms.

LANGUAGES

JAMES GRAHAM MCNARY.

Latin The student reads connected Latin from the start and takes up grammar as he needs it in his reading. The accuracy of his knowledge throughout the course is continually tested by prose composition.

The work comprises the following courses:

1st Year. Beginners.—Collar and Daniell's First Latin book and *Via Latina*.

2d Year. Caesar.—Gallic Wars, Books I, II, III and IV. Daily exercises in Latin composition. Emphasis is placed upon the principles of indirect discourse and of the subjunctive mood.

3d Year. Virgil.—The Aeneid, Books I, II, III, IV, V and VI. Special attention to sight reading, word analysis, poetic idioms, scansion as an aid in determining forms, and Roman mythology.

4th Year. Cicero.—First four orations on the Conspiracy of Cataline, and the orations on the Pardon of Marcellus and the Citizenship of Archias. Emphasis on new idioms and translations into idiomatic English.

Greek 1st Year. Greek reader and grammar. Stress laid on declensions, conjugations, accent and vocabulary. Double translation—English into Greek and Greek into English. Xenophon's *Anabasis* begun and prose composition.

2d Year. *Anabasis* continued, with prose composition. Daily reviews in translation. Continued prac-

tice in sight reading. Selections from Herodotus. Greek literature.

3d Year. Illiad, Books I, II and III. Odyssey, Book IV. Xenophon's Memorabilia. A dialogue of Plato. Review of portions of Anabasis, grammar and composition.

German The aim of the instruction in German is to enable the students to read easily modern German authors, to comprehend German when spoken, and to use oral as well as written German with facility in the simple forms of discourse.

Beginners.—The grammar of the language is taught. Conversation and dictation in German are employed.

Schiller.—Wilhelm Tell, and several ballads are read. Synopsis of these selections are written in German and various acts are epitomized orally.

Goethe.—Reading and epitomizing of representative works. Comparison between German and English. Historical and critical study of German history and literature.

Spanish and French Courses in these languages will be given as classes are desired by sufficient numbers of students. During the past year a course in elementary Spanish has been given. Hereafter complete courses in Spanish are offered.

SOCIAL SCIENCES

EDGAR L. HEWETT.

Much stress is laid upon this department because of its vital importance in connection with every course. A knowledge of the branches included therein is equally essential to the teacher, the business man, the professional man. In fact as a general preparation for the duties of intelligent citizenship, no more useful course can be offered.

Sociology This course includes a survey of the elements of social theory, the elements and structure of society, physical and psychical social processes, the elements of social laws and causes and the nature

and end of society. It should give a clear insight into the problems of society and prepare the student for harmonious life therein.

Government Includes a survey of the historical evolution of government, its origin, growth, and the present status of the governments of the world. This is followed by a careful analysis of the government of the United States as outlined in the constitution. The aim is intelligent citizenship. The idea of citizenship, with its privileges and obligations is emphasized throughout the course.

Economics Includes a survey of the great economic movements of history. The history of banking, history of tariff legislation, economic theories, economic values, industrial evolution, division of labor, conditions of progress, phases of progress, progress as a conversion of energy, the problems of exchange and distribution are among the subjects considered. The aim is an absolutely unprejudiced view of the great questions affecting human welfare and progress.

General History Includes a general survey of the history of the great civilizations of the world. The research method is used. Masterpieces of historic fiction and epic poetry, and composition work based on the same form a prominent part of the course.

MUSIC

JAMES GRAHAM MCNARY.

It is intended to give all pupils a thorough knowledge of theory and practice upon a correct musical basis.

Elementary Course This embraces terminology and notation, construction of the major, minor and chromatic scales, transposition, sight reading and voice culture. The best systems of public school music are examined and the best musical-literature studied and discussed. Daily choral practice is given.

Oratorio An oratorio society, comprising most of the best voices of the city of Las Vegas, has been organized for the purpose of promoting higher musical education. The society is open to all students of the

school. The work consists of the study and rendition each year of at least one of the great masterpieces of classic music. For the year 1898-'99, "The Creation," by Haydn, was studied and rendered. For 1900 "The Holy City," by Gaul was used.

MANUAL TRAINING

O. A. HANSZEN.

Aim Manual training work includes all exercises that train the muscles and the mind to work in harmony. A student who has had a thorough course in manual training will acquire skill in the mechanical movements incidental to any kind of hand work. To impart that hand skill which prepares the youth to make a living, to cultivate eye and brain, to secure that physical, mental and moral culture which comes through trained observation and action, and love of work, are some of the aims of the manual training department.

Drawing Drawing trains the eye, hand, and imagination, cultivates habits of order, neatness, and close observation. It is a universal mode of expression and underlies all industrial art. The work in this course includes free hand and mechanical drawing.

Free hand Charcoal and pencil drawing from simple objects and then from groups, lettering, simple perspective, water color, ornament, design, orthographic projection of points, lines, plane surfaces, and solids, pen sketching.

Mechanical Instruction in the use of drawing instruments, lettering, orthographic projections, working drawings made to scale, line shading, shadows, isometrics, intersections of solids and development of surfaces, perspective, architectural drawing.

Sloyd (A system of educational hand work)—This work comprises a number of models in cardboard, thin wood and thick wood. All the models are useful articles and become the property of the student.

To instill a taste for and a love of labor in general, to inspire respect for rough, honest bodily work, to

train in habits of order, neatness, exactness, and close attention and to develop the physical powers of the child are some of the special aims of Sloyd.

Modeling There is only one way to learn form and that is by creating it. Therefore clay modeling is perfectly educational. By modeling a form in clay a vivid and lasting impression is made upon the mind through the touch, the muscular sense and the eye. The work includes modeling from single objects, scrolls, mouldings and several designed panels.

Wood Carving This work follows the clay modeling and grows out of it. Many of the designs modeled in clay will be carved in oak or other hard wood. A number of simple carved models embracing the elements of carving will be made by each student and a number of pieces of original design will be required. This work embodies the fine art side of manual training.

Wood Turning and Joinery This work includes face plate and center work, boring, external and internal chucking, polishing and simple designing, the making of complex joints, such as mortise and tenon, mortise slip joint, dovetail, halved dovetail, and brace joints.

Metal Work The principles of soldering are acquired and a number of sheet metal forms are made in tin, iron, and copper. In this work the student's drawings of intersections of solids and development of surfaces are used and verified.

Apparatus Work This work, embracing wood and metal work, includes the making of apparatus to be used in the science laboratories; and geometrical solids for mathematical classes, such as pyramid, cone and frustrum, cylinder with grooves, cone in sections, etc.

BUSINESS

W. L. EDWARDS.

Book-keeping The student upon entering the bookkeeping department is given an outfit containing a series of various kinds of business papers with

accompanying instructions. These papers are employed by him for the purpose of carrying on all the practical business operations and bookkeeping entries which are daily performed in regular business offices.

This series of business papers and instructions is divided into different groups, each group containing the business papers of a particular class or series of transactions pertaining to a distinctive business. Each group consists of a number of sheets secured together upon which is printed the necessary instructions, and between which are contained the business papers, vouchers and memoranda which furnish to the student the data from which he makes the proper entries and performs the necessary office work substantially as found in a regular business office.

The student has the opportunity of answering letters, making out, receiving and paying bills, making the bank deposits, drawing, issuing or receiving checks, notes, drafts and other business papers, and carrying out in detail all the necessary office practice incidental there to and called for by the transactions and exhibits which constitute this part of the course of instruction. The bookkeeping "text-book" has no place in any part of the course save as a guide.

Type-writing We place this subject in the course, believing that a business education is not complete without the ability to handle a typewriter rapidly and accurately. The all-finger method is taught.

Shorthand The Benn Pitman system of phonography is taught. It is the system used by nearly fifty per cent of the stenographers of the United States, and is known as the "American Sytem." The latter part of the course is practically the same as that required in the business office.

Commercial Arithmetic The aim is to qualify the student to handle quickly, accurately and intelligently the problems which arise in every day business life. The course consists of a special study of percentage in all its applications; stocks and bonds, partnership settlements, etc.

- Penman-ship and Rapid Calculation** An easy, rapid and legible style of writing without shade or flourish, and one that can be of most practical use is taught. One half hour every day is given to drill in rapid calculations, short methods of addition, interest, partnership settlement, etc.
- Business Correspondence** A very large amount of correspondence is done by the student during his course, in which he learns model forms of business letters of every kind.
- Commercial Law** The aim is to impart that knowledge of laws governing commercial transactions which is indispensable to every business man. The course includes a study of the laws governing all classes of commercial papers, corporations, partnerships, etc.

GENERAL INFORMATION

Admission Students may enter at any time. No entrance examinations are held. Students will be classified on the basis of amount and character of previous work, this classification subject to change at any time. Students on entering should always bring such credentials as can be secured relating to their previous work.

Physical Qualification A high standard of physical ability has been fixed for graduation from the normal and graduate courses. It is held that good health is more important in the teacher's profession than in almost any other. Consequently, no student will be considered a candidate for graduation from either of the courses mentioned if affected with any deformities that are unsightly or detrimental to the daily work of the teacher, serious defects of sight, hearing or speech, any transmissible disease, any serious nervous or organic disorders.

Diplomas and Degrees The Normal Course leads to the Degree of Bachelor of Pedagogy. The diploma conferred is a Life Certificate to teach in any of the public schools of New Mexico. The post-graduate course leads to the Degree of Master of Ped-

agogy. On completion of any academic course a Diploma is conferred showing which course of the academic school has been completed. Students will be graduated whenever they have obtained the requisite number of credits (2952). Commencement exercises will be held only at the close of the spring term.

Employment of Teachers

The Normal School exists for the purpose of preparing teachers for the public schools. The state supports it for that purpose, consequently the institution is desirous of placing its graduates in positions where they can best serve the public school interests. They are trained with especial reference to conditions in New Mexico. Boards of education are therefore invited to correspond with the president with reference to the selection of teachers for their schools. For the city and town schools, only graduates of the regular course, those who have earned the life diploma, will be recommended. For rural schools, students from the elementary course will be recommended. The greatest care will be used in recommending teachers to school officers.

Building The building is of the Romanesque style of architecture, and is a genuine work of art. It is situated on an eminence in the center of the city of Las Vegas, easy of access from all directions, and surrounded by perfect sanitary conditions. It is heated by steam, perfectly lighted and ventilated, furnished with electric lights and supplied with mountain water from the Agua Pura water works.

The total cost of the building will be about \$50,000. It is unquestionably the finest school building in New Mexico, and perfectly adapted to the purpose for which it was designed.

Location The city of Las Vegas has a population of about 10,000. It is the leading commercial center in New Mexico. It is a thriving business place, situated at the eastern base of the Rocky Mountains, at an elevation of 6,398 feet. The foothills rise from the western side of the city. Only six miles away are the

famous Las Vegas Hot Springs, and an hour's drive brings one into some of the most beautiful mountain canons.

Of all the school and residence towns of the Rocky Mountain region, Las Vegas undoubtedly affords the most favorable conditions. As a place for study all the year round it could not be excelled. The winters are mild and pleasant, zero days and cloudy days being rare. The summers are almost perfect. The nights are always cool and the heat of the day rarely touches 90 degrees.

Las Vegas is on the main line of the Atchison, Topeka & Santa Fe railroad. It is twelve hours by rail from Denver, fifteen hours from El Paso, thirty-nine hours from Chicago and forty-two from Los Angeles. The best of train service makes it easy of access from all directions.

Museum Ample room has been set aside for this purpose and every friend of the school is earnestly requested to contribute to this department. New Mexico is rich in geological, botanical and zoological material, as are all of the Rocky Mountain states. But in the lines of prehistoric interest, it stands alone; the richest field on the continent. Large collections are annually leaving the Territory to be placed in eastern institutions. If centered in New Mexico, these would soon make one of the finest museums of anthropology in existence. In ornithology and archaeology the collections in the Normal University are already the best to be found in New Mexico.

Gymnasium Systematic gymnasium work is given throughout the year, and field athletics under careful training, is a permanent feature. The athletic interests are under the general supervision of the physical director and the Athletic Association. All exercises that furnish wholesome and enjoyable physical recreation will be cultivated. An annual field-day contest is held. A well equipped gynasium is in process of development. and it is hoped that a permanent athletic field may be

secured soon. Foot ball, hand ball, basket ball, tennis and golf are prominent among the outdoor games.

Library The library has come to be an indispensable department of an educational institution. It is a constant source of inspiration and culture to students and faculty. Each department is furnished with its own special library and the general reading room is being supplied as fast as funds will permit. It contains the best reference books on history, biology, science, anthropology, sociology, poetry, fiction, psychology and philosophy. A good supply of the current magazines is furnished and nearly all the territorial newspapers are kept on file, through the courtesy of their proprietors.

Lectures As an educational feature that will be of great value to the school and to the community as well, the Normal University will bring on each year a number of the greatest lecturers that can be secured. During the past year the following prominent speakers were had: Gov. Alva Adams, Mr. Frederick Warde, Pres. Z. X. Snyder, Hon. F. X. Schoonmaker, Dr. Byron W. King, and the poet, Joaquin Miller.

Literary Societies The Platonian Literary Society includes the members of the higher classes. It meets bi-monthly. A freshman society meets weekly. All students are expected to do literary work throughout the course. The reading, elocutionary, oratorical and dramatic work is all prepared under the training of the elocution teacher. Open meetings are given each term, and an annual entertainment is given. To cultivate the power of the voice and attain ease and power in public speaking are the aims of the literary societies.

Sessions The institution never closes. It is felt by the management that after the state has invested large sums of money in a public institution, it should not be closed, and yielding no return during any part of the year. Accordingly continuous sessions are held, and students may at all times find profitable courses of instructions in progress.

**Moral and
Spiritual
Influence**

The school is absolutely free from denominational or sectarian influence. The school accepts the almost universal theory that the chief end of education is moral character. Accordingly the character-building aim is kept continually in view. A high moral sense and a spiritual nature that is fully developed, are essential to the teacher. To inspire youth to attain higher and nobler lives is the teacher's greatest work.

Government All government exists for the good of the governed. This conception of government is put into execution in the school. The aim is to develop in pupils the power of self-control, through which the individual comes into perfect obedience to the laws of man and God. The idea is to render discipline unnecessary.

The The Southwest is a monthly magazine, organized and conducted by the students. It is devoted to the educational interests of New Mexico and has already taken a worthy place in school journalism. The staff for the past year has been as follows: Gertrude A. Duhrsen, Editor-in-chief; Nellie Stern, Literary Editor; Esther McNair, Local Editor; Edward McWenie, Athletic Editor; Ada Springer and Helen Blake, Scientific Editors; Vashti Thomas, Pedagogical Editor; Eva Springer, Exchange Editor; Charles Barker, Circulator; Pearle Rothgeb, Kindergarten Editor; Clarence Browne, Business Manager.

Expenses Table board in private families \$3.50 to \$5.00 per week. Room \$5.00 to \$10 per month.

Self boarding has been conducted satisfactorily by a number of students during the past year at \$10 a month.

In any course in the normal, graduate, academic, or manual training schools, the enrollment fee is \$10 a year, or \$3.35 a term. Incidental fees, principally library and laboratory expenses, amount to \$5 a year or .55 a month. It is expected also that students will belong to a literary society and to the athletic association. Fees for these two purposes

amount to about .15 a month. The enrollment fee in any grade in the model school from first to eighth, inclusive, is \$1.00 a month; in the kindergarten \$2 a month. There are no incidental fees. All fees are payable by the term in advance.

Text Books Students should bring all text books and reference books that they own. All will be needed. The necessary text books for class use can be bought of the various dealers in Las Vegas.

Registration Students for the fall term should be on hand for registration and classification and for the purpose of making boarding arrangements by Registration Day, October 1, 1900.

Address all inquiries to the President.

SPECIAL ANNOUNCEMENTS

THE NEW MEXICO BIOLOGICAL STATION

T. D. A. Cockerell, Professor of Entomology, New Mexico Agricultural College, Director.

Wilmatte Porter, Professor of Biology, New Mexico Normal University, Assistant Director.

This institution was founded, without any definite organization, in Mesilla, N. M., in 1896. During the winter of 1896-'97 Mr. C. H. T. Townsend occupied a room, working on Diptera. In the summer of 1897 Mr. and Mrs. E. O. Wooton spent a short time at the station collecting plants, and Mr. A. P. Morse, of Wellesley College, stopped off on his way to the Pacific coast to collect the Orthoptera of the vicinity. Six "Contributions from the New Mexico Biological Station," resulting from the work done at Mesilla, were published in the "Annals and Magazine of Natural History," 1896 and 1897.

After the summer of 1897, for various reasons, the station was temporarily suspended. Proposals to make it a department of the Agricultural College, while readily accepted by the regents of that institution, were opposed by members of the faculty, and in the interests of harmony withdrawn. In 1898, however, it was

intended to hold a summer station at Albuquerque, with the co-operation of Pres. C. L. Herrick. The plans for the work had been carefully drawn up, and even published, when a local outbreak of smallpox made it undesirable to carry them out.

In the meanwhile, it appeared to the director of the station that it would be best, if possible, to establish it at a somewhat higher altitude than Mesilla or Albuquerque, so as to be in a relatively cool summer climate. Santa Fe was first thought of but Las Vegas was found to have greater advantages, especially in regard to the excellent facilities offered by the Normal University.

After consultation with Pres. Hewett and Miss Porter of the Normal University, it was agreed to establish the station, during the summer of 1899, in the biological laboratory of the University. At the same time Miss Porter's co-operation was secured. Thus after some years of difficulty, the work began again under conditions which gave some hope of success. The following students were enrolled, and were during the summer mostly occupied with the biology of the native flowering plants:

Warren H. Rishel, (Mrs.) Elizabeth K. Rishel, Sarah L. Mize, (Mrs.) M. E. Garlick, Marion Winters, Nelle Stern, Minnie Holzman, Flora Beschle, Maie Sebben, Louisa Reed, Arnold Garlick.

It is intended to carry on the work of the station throughout the year at Las Vegas, and it is hoped that from the present small beginnings may arise an organization which will possess some importance as a scientific center.

The regular summer session for 1900 will begin on the first day of June.

The objects of the station are, (1) original research, (2) the instruction of students in the methods of research. It is coming to be believed by many, that those who expect to teach science, should themselves be familiar with the methods of scientific investigation; hence it is suggested that the work of the biological station is of value to the teacher of the public

schools, no less than to the professed botanist or zoologist.

The work done in the station is accepted by the Normal University, and credit given for it in the regular course. There are no fees for instruction; but there is a fee of \$3.00 which goes to form a fund for the purchase of apparatus.

T. D. A. COCKERELL.

Director.

UNIVERSITY EXTENSION

During the coming year the faculty will conduct university extension work wherever desired. Each course will consist of six lectures with required reading courses. Any town in the Territory may secure one or more of the courses offered by paying the traveling expenses of the lecturer. It is advised that extension classes be formed, each with a local director. The courses of study desired may then be selected and the lecturer will meet with the class monthly. Besides the regular lecture work, reading courses will be laid out and class work directed. Class meetings during intervening weeks are advised, to be conducted by local leaders.

The following courses will be offered during the academic year 1900-1901:

1. History of Civilization, (Mr. Hewett).
2. Sociology, (Mr. Hewett).
3. Anthropology, (Mr. Hewett).
4. Education, (Mr. Hewett).
5. Shakespeare and His Time, (Mr. Powell).
6. Tennyson and Browning, (Mr. Powell).
7. Public School Science, (Miss Porter).

THE CLIMATE OF LAS VEGAS

Dryness in the southwest is a fact generally well known. At the altitude of Las Vegas the air contains only about one-half as much moisture as that at sea-line, and even there it averages for the year less than one-half the moisture it can contain (mean relative

humidity being about 45, and as low as 20 at times). The rainfall is about 18.25 inches a year, two-thirds occurring in the five warmest months. Rain in winter is practically unknown, all precipitation being as snow. The average total precipitation in the three winter months during ten years, at a point near this town, was 1.09 inches of water, all as snow. These statements show a dry winter and spring. November is also very dry, the greatest rainfall being at the season when wet can most easily be tolerated by invalids. The percentage of sunshine is high, an average of three years showing 280 clear days, 60 partly cloudy or fair days and only 25 cloudy days, the chief cloudiness of the year occurring in July and August. (In California the greatest rainfall and cloudiness occur in midwinter.)

We are apt to have several cold, snowy winters in succession, with a brilliant sunshine, still air, and a maximum of public health; then several very dry winters, with more wind and dust after February 1st, but these apparently, without detriment to visiting invalids or to residents.

In the colder winters at this altitude (6,500 feet) the thermometer will go below zero occasionally. In the hottest summers it may reach 90 degrees—rarely higher. The summers are very delightful, the air being dry except during afternoon or night showers, and the nights always cool enough for blankets. The heat of day is chiefly from 11 a. m., to 4 p. m., and one step from the clear sun into the shade brings coolness at once. For any debility, for incipient Bright's disease, for the earlier stages of consumption, the climate is remarkably beneficial.

One interesting fact is the infrequency with which the great transcontinental storms cross New Mexico; indeed, any severe storms are very rare; tornadoes are utterly unknown, and, in Las Vegas the familiar pests of other much visited regions—the mosquito and the flea—do not exist, nor is there any malaria. The cli-

mate is typical of the Rocky Mountains—highly stimulating, and, on the other hand, in no way tropical.

FRANCIS H. ATKINS, S. B., M. D.
Meteorological Observer, U. S. Weather Bureau;
Member American Climatological Association.

CATALOG OF STUDENTS

GRADUATES

1899.

- Douglas, Mrs. Sallie H., Teacher in Public Schools,
East Las Vegas, N. M.
Givens, Wellington B., Supt. Schools, Las Vegas,
Himes, Jessie M., Teacher Public School, Las Vegas,
N. M.
Stoneroad, Elba D., Teacher Public School, Las Vegas,
N. M.
Weltmer, Mrs. Ella C., Teacher in High School, San-
ta Fe, N. M.

1900.

- Beschle, Flora, East Las Vegas, N. M.
Duhrsen, Gertrude A., Albuquerque, N. M.
Holzman, Minnie, East Las Vegas, N. M.
Mayers, Maggie M., Minneapolis, Minn.
Tuttle, Carrie C., Painesville, Ohio.

REGISTER FOR 1899-1900

NAME.	ADDRESS.	COURSE.
Abramowsky, Eva,	East Las Vegas, N. M.	Nor.
Atkins, Emerson,	East Las Vegas, N. M.	Com.
Austen, Mrs. E. B.,	East Las Vegas, N. M.	Art.
Angel, Francisco,	Las Vegas, N. M.	Acad.
Black, Tamzen,	Hebron, Ohio.	Com.
Burchell, Nellie,	East Las Vegas, N. M.	Acad.
Barton, Mary,	East Las Vegas, N. M.	Acad.
Brorien, Edna,	Buckland, Ohio.	Acad.
Blanton, Rose,	Portales, N. M.	Com.
Barker, Chas. B.,	Beulah, N. M.	Nor.
Barker, Mattie,	Beulah, N. M.	Nor.
Barker, Pearl,	Beulah, N. M.	Nor.
Blake, Helen,	Beulah, N. M.	Nor.
Blake, Alice,	Beulah, N. M.	Nor.
Beschle, Flora,	East Las Vegas, N. M.	Nor.
Boothe, Sarah,	East Las Vegas, N. M.	Nor.
Brookfield, Floy,	Des Moines, Iowa.	Art.

REGISTER FOR 1899-1900—Continued

Browne, Artless,	East Las Vegas, N. M.	Prep.
Baca, Adolfo,	Las Vegas, N. M.	Prep.
Bucher, Maggie, J.,	East Las Vegas, N. M.	Nor.
Brewster, Carol,	Northampton, Mass.	P. G.
Bunker, Mrs. W. B.,	East Las Vegas, N. M.	Art.
Burnett, Carrie,	East Las Vegas, N. M.	Prep.
Barnes, Olive,	East Las Vegas, N. M.	Acad.
Brown, Chas.,	East Las Vegas, N. M.	Com.
Boucher, Cecil,	East Las Vegas, N. M.	Art.
Bradbury, Wm. H.,	Topeka, Kans.	Span.
Bell, Blanche,	East Las Vegas, N. M.	Acad.
Baca, Felipe,	Las Vegas, N. M.	Prep.
Bryce, John	Las Vegas, N. M.	Prep.
Bernard, Fannie,	Las Vegas, N. M.	Acad.
Browne, Clarence,	East Las Vegas, N. M.	Acad.
Brownton, Leighton,	San Francisco, Calif.	Acad.
Bergmann, Laura,	Santa Fe, N. M.	Nor.
Bergmann, C. E.	Santa Fe, N. M.	Man. Tr.
Benedict, Myron,	East Las Vegas, N. M.	Acad.
Colman, Lillie,	Las Vegas, N. M.	Acad.
Connell, Alex.,	East Las Vegas, N. M.	Man. Tr.
Connell, Lena,	East Las Vegas, N. M.	Acad.
Crites, J. Earl,	East Las Vegas, N. M.	Acad.
Crites, Lizzie,	East Las Vegas, N. M.	Acad.
Cunningham, Chas. C.,	East Las Vegas, N. M.	Man. Tr.
Cooper, Mary,	Rowe, N. M.	Nor.
Cordova, Chas.	La Cueva, N. M.	Man. Tr.
Curry, Jim,	Española, N. M.	Prep.
Coors, Henry,	East Las Vegas, N. M.	Acad.
Clark, Herbert W.,	East Las Vegas, N. M.	Acad.
Curtis, Eliza,	Las Vegas, N. M.	Nor.
Cayot, Francis A.,	Las Vegas, N. M.	Com.
Clark, Lizzie B.,	East Las Vegas, N. M.	Nor.
Cochran, Norris E.,	East Las Vegas, N. M.	Acad.
Cullen, Bernard A.,	Chicago, Ill.	Acad.
Chavez, Macario,	Rociada, N. M.	Prep.
Cooper, Kate,	Rowe, N. M.	Com.
Conness, Grace,	Kinsman, Ill.	Acad.
Cordova, Estevan,	La Cueva, N. M.	Prep.
Carruth, Elsie,	East Las Vegas, N. M.	Com.
Douglass, Sallie H.,	East Las Vegas, N. M.	P. G.
Danziger, Jeannette,	Las Vegas, N. M.	Nor.
Detterick, Hattie,	East Las Vegas, N. M.	Acad.
Dillon, Mary,	East Las Vegas, N. M.	Acad.
Duhrsen, Gertrude A.,	Salida, Colo.	Nor.
Dilts, Agnes,	Colorado Springs, Colo.	Acad.
Devine, Richard,	East Las Vegas, N. M.	Acad.
Duncan, J. S., Jr.,	East Las Vegas, N. M.	Com.
Davis, Laura,	Franklin, La.	Span.
Doering, Wm. J.,	East Las Vegas, N. M.	Span.
Eitlegorge, Benj.,	Rome, Ind.	Acad.
Ellis, Helen M.,	Bernalillo, N. M.	Nor.
Edwards, Helen,	East Las Vegas, N. M.	Span.

REGISTER FOR 1899-1900—Continued

Fleck, Augusta,	East Las Vegas, N. M.	Com.
Flint, James,	Des Moines, Iowa.	Prep.
Fish, Beulah,	Chicago, Ill.	Prep.
Fairbank, Ivy J.,	Needles, Calif.	Com.
Fenton, Carrie E.,	Bernalillo, N. M.	Nor.
Gibbons, Roy,	East Las Vegas, N. M.	Man. Tr.
Gibbons, Ella,	East Las Vegas, N. M.	Nor.
Gatchel, Olive,	East Las Vegas, N. M.	Acad.
Gilchrist, Sophia,	East Las Vegas, N. M.	Acad.
Givens, Chas. W.,	East Las Vegas, N. M.	Acad.
Garlick, M. E.,	East Las Vegas, N. M.	Nor.
Gallegos, Antonio,	La Cuesta, N. M.	Prep.
Givens, W. B.,	Las Vegas, N. M.	P. G.
Gearhart, Clara,	Laguna, N. M.	Acad.
Houston, Tillie,	East Las Vegas, N. M.	Nor.
Hartley, Sarah,	East Las Vegas, N. M.	Acad.
Henriquez, Manuel,	East Las Vegas, N. M.	Acad.
Hoskins, Harry,	East Las Vegas, N. M.	Man. Tr.
Hill, John,	Rocky Ford, Colo.	Man. Tr.
Holzman, Minnie,	East Las Vegas, N. M.	Nor.
Himes, Jessie M.,	East Las Vegas, N. M.	P. G.
Hamblin, Irene,	East Las Vegas, N. M.	Art.
Hoskins, Florence,	East Las Vegas, N. M.	Prep.
Hays, Cecil,	East Las Vegas, N. M.	Acad.
Hedgcock, Charley,	East Las Vegas, N. M.	Acad.
Ingram, Clarence,	East Las Vegas, N. M.	Com.
Judell, Louis,	East Las Vegas, N. M.	Acad.
Johnson, Lullie,	Watrous, N. M.	Nor.
Kirk, Volney,	East Las Vegas, N. M.	Man. Tr.
King, Rebecca,	Ft. Sumner, N. M.	Prep.
King, Rufus,	Ft. Sumner, N. M.	Prep.
King, Sylvia,	Ft. Sumner, N. M.	Nor.
Kellogg, John,	East Las Vegas, N. M.	Prep.
Kelley, Dan,	East Las Vegas, N. M.	Acad.
Lowe, James,	East Las Vegas, N. M.	Man. Tr.
La Rue, Jeannette,	East Las Vegas, N. M.	Nor.
Lucero, Leonardo,	La Cuesta, N. M.	Prep.
Lucero, Juan,	La Cuesta, N. M.	Prep.
Long, Teresa,	East Las Vegas, N. M.	Acad.
Long, Ralph,	East Las Vegas, N. M.	Art.
Levy, Jacob,	East Las Vegas, N. M.	Acad.
McBride, Margaretta,	Española, N. M.	Nor.
McBride, R. S.	Española, N. M.	Acad.
McWenle, E. J.,	East Las Vegas, N. M.	Acad.
McNair, Esther,	East Las Vegas, N. M.	Acad.
Mares, Camito,	Watrous, N. M.	Com.
Moore, Camila,	East Las Vegas, N. M.	Com.
Murdock, Emma,	East Las Vegas, N. M.	Com.
Maes, Juan de Dios,	Chaperito, N. M.	Prep.
Mayers, Maggie M.	Minneapolis, Minn.	Nor.
Miller, Wm. A.	East Las Vegas, N. M.	Span.
Mize, Sarah, L.,	Maxwell, City, N. M.	Nor.
McNallon, Nellie,	Kellogg, Minn.	Nor.

REGISTER FOR 1899-1900—Continued

Mair, Isabella,	Las Vegas, N. M.	Acad.
Mair, Florence	Las Vegas, N. M.	Acad.
Monsimer, Henry,	Las Vegas, N. M.	Acad.
Mercer, E. C.,	East Liverpool, Ohio.	Nor.
Olney, Fred E.,	East Las Vegas, N. M.	Com.
Olney, Maria,	East Las Vegas, N. M.	Lit.
Ortega, Daniel,	East Las Vegas, N. M.	Com.
Perry, Ira W.,	East Las Vegas, N. M.	Com.
Papen, Nicholas,	East Las Vegas, N. M.	Com.
Pettijohn, Cora,	East Las Vegas, N. M.	Acad.
Padilla, Adolfo,	East Las Vegas, N. M.	Com.
Pollard, Henry,	Española, N. M.	Art.
Papen, Annie,	East Las Vegas, N. M.	Acad.
Perlstein, Herman,	East Las Vegas, N. M.	Com.
Padilla, Leopoldo,	East Las Vegas, N. M.	Prep.
Preston, Nellie,	East Las Vegas, N. M.	Com.
Rogers, Chas.,	East Las Vegas, N. M.	Com.
Reed, Louisa,	East Las Vegas, N. M.	Nor.
Rosenwald, Gilbert,	Las Vegas, N. M.	Man. Tr.
Raynolds, Ruth,	East Las Vegas, N. M.	Span.
Radcliffe, Dora, B.,	East Las Vegas, N. M.	Art.
Reed, Mrs. B. A.,	East Las Vegas, N. M.	Art.
Raynolds, May,	East Las Vegas, N. M.	Acad.
Rothgeb, Perle,	East Las Vegas, N. M.	Nor.
Rodes, Edna,	East Las Vegas, N. M.	Nor.
Romero, Miguel A.,	Las Vegas, N. M.	Com.
Rudolph, John,	Las Vegas, N. M.	Prep.
Robinson, Jessie L.,	Wellington, Kans.	Nor.
Rishel, Warren H.,	Velarde, N. M.	Nor.
Rishel, Elizabeth K.,	Velarde, N. M.	Nor.
Rothgeb, Blanche E.,	East Las Vegas, N. M.	Art.
Raywood, Gordon,	East Las Vegas, N. M.	Prep.
Ross, Carol,	East Las Vegas, N. M.	Acad.
Ross, Bessie,	East Las Vegas, N. M.	Prep.
Soft, Lillian,	East Las Vegas, N. M.	Nor.
Schmidt, Carrie,	East Las Vegas, N. M.	Acad.
Senecal, Arthur A.,	Las Vegas, N. M.	Com.
Stern, Edward,	East Las Vegas, N. M.	Acad.
Springer, Edward,	East Las Vegas, N. M.	Acad.
Shupp, Harry,	Las Vegas, N. M.	Man. Tr.
Shupp, Louis,	Las Vegas, N. M.	Acad.
Shupp, Katie,	Las Vegas, N. M.	Acad.
Sporleder, Louise,	East Las Vegas, N. M.	Acad.
Sporleder, Tillie,	East Las Vegas, N. M.	Acad.
Shaw, Henry,	East Las Vegas, N. M.	Prep.
Stern, Nellie,	East Las Vegas, N. M.	Nor.
Springer, Eva,	East Las Vegas, N. M.	Acad.
Springer, Ada,	East Las Vegas, N. M.	Acad.
Senecal, Peter,	East Las Vegas, N. M.	Prep.
Stoneroad, Elba D.,	East Las Vegas, N. M.	P. G.
Shout, Anna M.,	East Las Vegas, N. M.	Lit.
Schlott, Chas.,	East Las Vegas, N. M.	Com.
Stoner, Blanche E.,	East Las Vegas, N. M.	Acad.

REGISTER FOR 1899-1900—Continued

Smith, Alice,	East Las Vegas, N. M.	Art.
Smith, Chas.,	East Las Vegas, N. M.	Acad.
Thomas, Vashti,	East Las Vegas, N. M.	Nor.
Tipton, Arthur,	East Las Vegas, N. M.	Acad.
Tuttle, Carrie C.,	Painesville, Ohio.	Nor.
Tuttle, Eldon,	Painesville, Ohio.	Acad.
Tamme, Eunice,	East Las Vegas, N. M.	Acad.
Tipton, Tom,	East Las Vegas, N. M.	Man. Tr.
Tipton, Leo.	East Las Vegas, N. M.	Acad.
Turner, John,	East Las Vegas, N. M.	Com.
Tamme, Lawrence,	East Las Vegas, N. M.	Acad.
Tafoya, Maximiliano,	Upper Las Vegas, N. M.	Prep.
Vaur, Leon R.,	Sapello, N. M.	Com.
Wright, Mabel,	Twin Lakes, Colo.	Nor.
Whitmore, Irene,	East Las Vegas, N. M.	Nor.
Winters, Marion,	East Las Vegas, N. M.	Nor.
Wean, Homer,	East Las Vegas, N. M.	Man. Tr.
Williams, Frank,	East Las Vegas, N. M.	Com.
Williams, Maurice,	East Las Vegas, N. M.	Com.
Williams, Maurice,	East Las Vegas, N. M.	Com.
Walker, L. M.,	East Las Vegas, N. M.	Span.
Wood, J. A.	Santa Fe, N. M.,	P. G.
Waite, Florence E.,	Chicago, Ill.	Com.
Ward, T. J.	East Las Vegas, N. M.	Com.
Walker, Edgar, W.	East Las Vegas, N. M.	Span.
Walker, Irene M.,	East Las Vegas, N. M.	Span.
Young, Mary,	East Las Vegas, N. M.	Acad.

KINDERGARTEN

Arnot, William	Hedgcock, Jennie
Adams, Theodore	Igoe, Stanley
Allen, Lenore	Jordan, Nelson
Browne, Donald	Jobe, Ernest
Brusha, Lila	Jobe, Herbert
Coors, Alice	Mernin, Norman
Crockett, Dan	Myers, Francis
Colman, Edith	Nabb, Helen
Daily, Ernest	Nahm, Helen
Daniels, Josephine	Nahm, Ruth
Edwards, Ruth	Pollard, Esther
Floyd, Lucy	Rosenthal, Arline
Gise, Robert	Ross, Gilbert
Goke, Carolina	Stewart, Virginia
Goke, Cristopher	Sulier, Carnot
Helfrich, Nellie	Stern, Regina
Helfrich, Francis	Vollmer, Wilhelmina
Hofmeister, Irene	Vollmer, Sylvia
Hofmeister, Carl	Wheelock, Katherine
Hoskins, Leonard	

SUMMARY

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ABBREVIATIONS

Nor., Normal
Acad., Academic
P. G., Post Graduate
Span., Spanish

Com., Commercial
Man. Tr., Manual Training
Prep., Preparatory
Lit., Literature



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